

## **New Publications – AET Newsletter, April 2010**

### **TITLE: Managing medical issues and problems**

AUTHOR: Volkmar F. R., Wiesner L. A.

PUBLISHER: John Wiley & Sons, 2009

SOURCE: A practical guide to autism: what every parent, family member and teacher needs to know. pp. 325-368

An overview of some of the common medical problems that might affect a child with autism and guidance on how to cope with visits to medical practitioners, hospitals and dentists.

### **TITLE: Surviving in the mainstream: capacity of children with autism spectrum disorders to perform academically and regulate their emotions and behavior at school**

AUTHOR: Ashburner J., Ziviani J., Rodger S.

SOURCE: Research in Autism Spectrum Disorders, 2010, Vol. 4(1), pp. 18-27

This study compares teachers' perceptions of students with autism spectrum disorders (ASD) to their perceptions of typically developing students with regard to capacity to perform academically and regulate emotions and behaviour in mainstream classrooms.

### **TITLE: Effects of a decoding program on a child with autism spectrum disorder**

AUTHOR: Infantino J., Hemenstall K.

SOURCE: Australasian Journal of Special Education, 2009, Vol. 30(2), pp. 126-144

A case study examining the effects of a parent-presented Direct Instruction decoding program on the reading and language skills of a child with high functioning Autism Spectrum Disorder. Following the 23 hour intervention, reading comprehension, listening comprehension and fluency skills improved to grade level, whilst statistically significant improvements were also noted in receptive language skills.

### **TITLE: What do students with Asperger syndrome or high-functioning autism want at college and university? (in their own words)**

AUTHOR: Beardon L., Martin N., Woolsey I.

SOURCE: Good Autism Practice, 2009, Vol. 10 (2), pp. 35 - 43

This study by staff at Sheffield Hallam University explored the perceptions of 238 adults with AS/HFA about challenges and support at college and university. Difficulties relating to social interaction, the social environment, other people's understanding of AS/HFA, and course structure and curriculum requirements were cited most frequently. Good practice suggestions are made arising from data providing evidence on which to base provision.

### **TITLE: One story at a time: using the magic of storybooks to enhance development in children with learning challenges**

AUTHOR: MacKenzie H.

PUBLISHER: Wired Fox, 2009

ISBN: 97809684466149000

A manual for therapists, teachers and other professionals who want to get the most out of storybooks as a medium for enhancing development in children with special needs. This practical and easy-to-read book provides information about how to read, goal setting, book selection, reading strategies and evaluation of progress.

**TITLE: The effect of light intensity and noise on the classroom behaviour of pupils with Asperger syndrome**

AUTHOR: Menzinger B., Jackson R.

SOURCE: Support for Learning, 2009, Vol. 24(4), pp. 170-175

The focus of the study reported in this article is the behavioural response of pupils with Asperger syndrome to light and sound intensity and the development of ways to help them to cope with such sensory stimuli. A number of practical ways of minimising the negative effects of various sensory stimuli described.

**TITLE: Supporting students with Asperger's syndrome: a physical sciences practice guide**

AUTHOR: Hughes M. et al

PUBLISHER: Higher Education Academy Physical Sciences Centre

ISBN: 9781903815236

A resource pack for university and college staff on how to support students with Asperger syndrome in their studies, written by two lecturers in the physical sciences and two disability support workers from the University of Hertfordshire.

**TITLE: Sex and relationship education with young people on the autism spectrum**

AUTHOR: Roncaglia I.

SOURCE: Good Autism Practice, 2009, Vol 10(2), pp. 76-78

A report about a 12 month project conducted with seven young people on the autism spectrum aged 15 to 18 years to teach knowledge and skills relating to sexual health and relationships.

**TITLE: Residential trips: using social stories to support children on the autism spectrum**

AUTHOR: Botha N.

SOURCE: Good Autism Practice, 2009, Vol.. 10 (2), pp. 79-87

An advisory teacher describes work done with three boys on the autism spectrum using social stories to support them in a variety of situations. She describes how with good preparation and support, using social stories, all three boys were successfully prepared to go on residential school trips.

**TITLE: Learn by doing: a collaborative model for training teacher-candidate students in autism**

AUTHOR: Ruef M. B. et al

SOURCE: Education and Training in Developmental Disabilities, 2009, Vol. 44(3), pp. 343-355

This paper describes a collaborative model between two universities aimed at providing teacher-graduate student training and community-based practice in an empirically supported treatment (EST) EST, pivotal response treatment (PRT).

**TITLE: Same but different**

AUTHOR: Etherington A.

SOURCE: Special Children, 2009, 192, December/January, pp. 38-39, 41.

The author describes initiatives in the London Borough of Barnet to help typically developing mainstream pupils better understand their peers with autism spectrum disorders.

**TITLE: Handbook of developmental disabilities**

AUTHOR: Odom S. L. ed. et al

PUBLISHER: Guilford Press, 2007

ISBN: 9781606232484

The book reviews the breadth of current knowledge about developmental disabilities: neuroscientific and genetic foundation; the impact on health, learning and behaviour; and effective educational and clinical practices.

**TITLE: Assessment and diagnosis pathway for school-age children with possible autistic spectrum disorders: good practice guidance**

AUTHOR: Northamptonshire Children and Young People's Partnership

PUBLISHER: Northamptonshire Children and Young People's Partnership, 2006

Proposals for good practice guidance representing all the agencies and professions routinely involved in the assessment and diagnosis of youngsters with possible ASD's, in keeping with the agenda of Every Child Matters.

**TITLE: The adolescent and adult neuro-diversity handbook**

AUTHOR: Hendrickx S., Salter C.

PUBLISHER: Jessica Kingsley, 2010

ISBN: 9781843109808

A handy first-reference point guide to the full range of neurological differences as they affect adolescents and adults. A wide range of conditions are covered, including autism spectrum disorders, dyslexia, dyspraxia, ADHD, OCD, Tourette syndrome and anxiety disorders.

**TITLE: Adolescence, adulthood and the future**

AUTHOR: Volkmar F. R., Wiesner L. A.

PUBLISHER: John Wiley & Sons, 2009

SOURCE: A practical guide to autism: what every parent, family member and teacher needs to know. pp. 325-368

This chapter addresses the specific issues that arise when a child with ASD reaches adolescence, including behavioural changes, sexuality and relationships as well as the physical changes that take place.

**TITLE: Social story interventions for students with autism spectrum disorders: a meta-analysis**

AUTHOR: Kokina A., Kern L.

SOURCE: Journal of Autism and Developmental Disorders, 2010

Research was conducted to examine the use of Social Stories and the role of variables such as intervention and participant characteristics on outcomes.

**TITLE: Differentiated effects of paper and computer-assisted Social Stories on inappropriate behavior in children with autism**

AUTHOR: Mancil G. R., Haydon T., Whitby P.

SOURCE: Focus on Autism and Other Developmental Disabilities, 2009, Vol. 24(4), pp. 205-215

An evidence-based study to examine how the use of Social Stories supports work with problem behaviours.

**TITLE: Picture exchange communication system with individuals with developmental disabilities: a meta-analysis of single subject studies**

AUTHOR: Hart S. L., Banda D. R.

SOURCE: Remedial and Special Education, 2009, Aug 26. [Epub ahead of print]

This article systematically reviews 13 published single-subject studies to examine the effectiveness of PECS, the effects of PECS on speech and problem behaviours, generalization beyond training conditions, and social validity of the intervention.

**TITLE: Effects of AAC on the natural speech development of individuals with autism spectrum disorder**

AUTHOR: Millar D. C.

SOURCE: Miranda P. and Iacono T. eds. Autism spectrum disorders and AAC. Chelsea, Michigan: Paul H. Brookes, 2009, pp. 171-192

The article focuses the research on the relationship between augmentative and alternative communication (AAC) and natural speech development in individuals with autism spectrum disorders (ASD).

**TITLE: Using AAC technologies to build social interaction with young children with autism spectrum disorders**

AUTHOR: Drager K. D. R., Light J. C., Finke E. H.

SOURCE: Miranda P. and Iacono T. eds. Autism spectrum disorders and AAC. Chelsea, Michigan: Paul H. Brookes, 2009, pp. 247-278

The chapter explores and describes how augmentative and alternative communication (AAC) systems can be used to enhance social interaction in young children with autism spectrum disorders.

**TITLE: Food selectivity and sensory sensitivity in children with autism spectrum disorders**

AUTHOR: Cermak S. A. et al

SOURCE: Journal of the American Dietetic Association, 2010, Vol. 110(2), pp. 238-246

This article provides a comprehensive narrative review of the empirical literature over the last 25 years on food selectivity and nutritional adequacy in children with autism spectrum disorders, and the possible contributions of sensory factors, such as sensory sensitivity, to food selectivity.

**TITLE: Managing sensory issues**

AUTHOR: Volkmar F. R., Wiesner L. A.

SOURCE: In Volkmar F. R. & Wiesner L. A. (eds) (2009). A practical guide to autism: what every parent, family member and teacher needs to know. Hoboken, New Jersey: John Wiley & Sons, pp. 483-499

The authors describe various sensory sensitivity experienced by people with autistic spectrum disorders (ASD).

**TITLE: Student support and benefits handbook: England, Wales and Northern Ireland**

AUTHOR: Malcolm D.

PUBLISHER: Child Poverty Action Group, 2010

ISBN: 9781906076290

A guide for student claimants and their advisers to student support and benefits for further and higher education.

**TITLE: Enhancing social and transition behaviors of persons with autism**

AUTHOR: Banda D. R., Grimmer E.

SOURCE: Education and Training in Developmental Disabilities, 2008, Vol. 43(3), pp. 324-333

This review article looked to see if research supported the use of activity schedules for people with autism. The authors reviewed 13 studies and found that all of the studies showed that activity schedules help in the teaching of people with autism.

**TITLE: Art therapy and autism: overview and recommendations**

AUTHOR: Martin N.

SOURCE: Art Therapy, 2009, Vol. 26(4), pp. 187-190

Work with individuals diagnosed with autism spectrum disorders (ASD) is a growing area of significant interest for many art therapists. The purpose of this viewpoint is to outline the current impediments to the expansion of this specialty as well as to highlight the unique treatment advantages of art therapy from the author's perspectives as an art therapist and sibling of a person with autism.

**TITLE: Using visual supports for students with autism in physical education**

AUTHOR: Fittipaid W. J., Mowling C. M.

SOURCE: Journal of Physical Education Recreation and Dance, 2009, Vol. 80(2), pp. 39-43

This article therefore focuses on visual teaching strategies--such as the Picture Exchange Communication System (PECS), activity schedules, task cards, visual warning devices, and boundaries--that support the learning styles of students with autism in an inclusive physical education class.

**TITLE: Considered approach**

AUTHOR: Mills R.

SOURCE: Communication, 2009, Vol. 43(4), pp. 24-25

The article describes factors which should be considered when deciding on a particular approach or intervention to use with a person with autism, with a useful checklist of points about the programme itself, the techniques, the programme staff, the costs, facilities and equipment, and evidence of the programme's effectiveness.

**TITLE: The assessment of basic learning abilities (ABLA) and its relation to the development of stimulus relations in persons with autism and other intellectual disabilities**

AUTHOR: Williams W. L., Jackson M. L.

SOURCE: In Rehfeldt R. A. ed. and Barnes-Holmes Y. ed. (2009) Derived relational responding applications for learners with autism and other developmental disabilities: a progressive guide to change. Oakland, California: New Harbinger Publications, pp. 25-39

The article describes the use of the Assessment of Basic Learning Abilities (ABLA) clinical tool used by teachers and therapists using behavioural intervention programs.

**TITLE: Teaching children with autism to read for meaning: challenges and possibilities**

AUTHOR: Randi J., Newman T., Grigorenko E. L.

SOURCE: Journal of Autism and Developmental Disorders, 2010, Jan 26. [Epub ahead of print]

The purpose of this literature review is to examine what makes reading especially challenging for children on the autism spectrum, most of whom are skilled at decoding and less skilled at comprehension.

**TITLE: Teaching social communication to children with autism: a practitioner's guide to parent training**

AUTHOR: Ingersoll B., Dvortcsak A.

PUBLISHER: Guilford Press, 2010

The authors take proven techniques for promoting the social communication skills of young children with autism (up to age 6) and break them into simple steps for parents to follow.

**TITLE: Multi-informant predictors of social inclusion for students with autism spectrum disorders attending mainstream school**

AUTHOR: Jones A. P., Frederickson N.

SOURCE: Journal of Autism and Developmental Disorders, 2010, Feb 11

This study examined differential profiles of behavioural characteristics predictive of successful inclusion in mainstream education for children with autism spectrum disorders (ASD) and comparison students.

**TITLE: Student support and benefits handbook: England, Wales and Northern Ireland**

AUTHOR: Malcolm D.

PUBLISHER: Child Poverty Action Group, 2010

ISBN: 9781906076290

A guide for student claimants and their advisers to student support and benefits for further and higher education.

**TITLE: Parents with learning disabilities**

AUTHOR: Family Action

Leaflet providing information about Family Action's services for parents with learning disabilities. Outlines the effectiveness of the services in improving the outcomes of the families served and makes reference to the five outcomes of Every Child Matters (ECM).

**TITLE: Supporting parents with learning disabilities and difficulties: stories of positive practice**

AUTHOR: Norah Fry Research Centre

Tells the stories of six families headed by a parent or parents with learning disabilities or difficulties, who have been enabled - with the right support from professionals - to look after their children and safeguard their welfare.

**TITLE: Addressing the unproductive classroom behaviours of students with special needs**

AUTHOR: Chinn S.

PUBLISHER: Jessica Kingsley, 2010

ISBN: 9781849050500

The author discusses how to recognise potential indicators of Asperger syndrome, dyslexia, dyspraxia, Attention Deficit Hyperactivity Disorder (ADHD), physical disabilities and speech and language disorders and describes screeners for initial identification of a pupil's learning disability, a structure for monitoring classroom behaviours, and strategies for addressing areas of concern, including problems staying on task, inability to work on group tasks and failure to seek help when needed.

**TITLE: Improving motivation for academics in children with autism**

AUTHOR: Koegel L. K., Singh A. K., Koegel R. L.

SOURCE: Journal of Autism and Developmental Disorders, 2010, Mar 10.

Research indicates that incorporating specific motivational variables such as choice, interspersal of maintenance tasks, and natural reinforcers during intervention leads to improvements in core symptoms of autism and may possibly be effective in academic areas. Using a multiple baseline across children and behaviors design with four pre- and elementary school children with autism, it was assessed how these variables could be incorporated into academic tasks to improve performance and interest. Results indicated that the intervention decreased the children's latency to begin academic tasks, improved their rate of performance and interest, and decreased their disruptive behaviour.

**TITLE: Mathematical reasoning**

AUTHOR: Ninnes C. et al

SOURCE: In Rehfeldt R. A. ed. and Barnes-Holmes Y. ed. (2009) Derived relational

responding applications for learners with autism and other developmental disabilities: a progressive guide to change. Oakland, California: New Harbinger Publications, pp. 313-333

Demonstrates how behavioural interventions can be used to teach various aspects of abstract mathematical understanding.

**TITLE: The educator's guide to teaching students with autism spectrum disorders**

AUTHOR: Ben-Arieh J., Miller H. J.

PUBLISHER: Corwin Press, Inc, 2009

ISBN: 9781412957762

Guide on strategies for teaching children with an autism spectrum disorder, providing guidelines for an individual education plan (IEP) and how to write a behaviour intervention plan.

**TITLE: Neurodiversity in higher education: positive responses to specific learning differences**

AUTHOR: Pollak D. ed.

PUBLISHER: Wiley Blackwell, 2009

ISBN: 9780470997536

Brings together the expertise of a group of writers, offering an explanation of how psychologists identify a range of specific learning differences in students. It provides information about types of neurodiversity, and explores them in relation to legislation, institutional policy and the overall learning and teaching implications. It also investigates computer hardware and programs used by students to help them access the curriculum.

**TITLE: Impact of childhood chronic illnesses on siblings: a literature review**

AUTHOR: O'Brien I., Duffy A., Nicholl H.

SOURCE: British Journal of Nursing, 2010, Vol. 18(22), pp. 1360-1365

This literature review aims to provide an overview of the current healthcare literature in relation to the impact of childhood chronic illness or disability on siblings. This review focuses on three sibling groups related to children suffering from autism, cancer and Down's syndrome, and are discussed under the following headings: sibling adjustment; family functioning and sibling's coping resources; and intervention programmes.

**TITLE: Successful school change and transition for the child with Asperger syndrome: a guide for parents**

AUTHOR: Lawrence C.

PUBLISHER: Jessica Kingsley, 2010

ISBN: 9781849050524

Provides parents of children with Asperger syndrome with advice on how to prepare their child for moving to a new school, and how to help make the transition as smooth as possible. A range of material is covered, including guidance on choosing the right school, supporting the child during the period prior to the move, and identifying and practising the different 'social rules' and expectations of the new school.

**TITLE: Lost in transition**

AUTHOR: Cheeseman J.

SOURCE: Communication, 2009, Vol. 43(4), pp. 30-31

A mother describes the difficulties her son had in receiving adequate support for transitioning to post-sixteen provision. His story shows how policy guidelines and actual service provision can be far apart, and how the family's input and the knowledge of professionals most closely associated with the individual may get

ignored in the process.

**TITLE: The All Party Parliamentary Group on Autism. Transition to adulthood: inquiry into transition to adulthood for young people with autism**

AUTHOR: Allard A.

PUBLISHER: The National Autistic Society, 2009

ISBN: 9781905722556

Full report on the inquiry into transition to adulthood for young people with an autism spectrum disorder (ASD).

**TITLE: Understanding Lisa: a play therapy intervention with a child diagnosed on the autistic spectrum who presented with self harming behaviours**

AUTHOR: Carden M.

SOURCE: British Journal of Play Therapy, 2009, Vol. 5(Winter), pp. 54-62

The case study describes the process of an intervention using mainly child-centred play therapy and filial therapy combined with a story-making narrative. The case refers to a ten year old girl in foster care, with a diagnosis of autistic spectrum disorder alongside a learning difficulty and a lack of verbal fluency.

**TITLE: Helping children to cope with change, stress and anxiety: a photocopiable activities book**

AUTHOR: Plummer D. M.

PUBLISHER: Jessica Kingsley, 2010

ISBN: 9781843109600

Combines theory with games and activities designed to help children with difficulties with coping with change or who experience uncomfortably high levels of stress and anxiety to build emotional awareness and resilience. This resource material is aimed at children aged 7 to 11 and is photocopiable.

**TITLE: What is friendship?: games and activities to help children understand friendship.**

AUTHOR: Day, J.

PUBLISHER: Jessica Kingsley, 2010

Contains information for children with developmental and social difficulties, such as attention deficit hyperactivity disorder (ADHD) and autism spectrum disorder (ASD). It teaches children about friendship and useful strategies to deal with difficult situations such as negative peer pressure and conflict. The book combines group activities, individual work, homework exercises and games.

**TITLE: Talking about sex and relationships: the views of young people with learning disabilities**

AUTHOR: CHANGE

PUBLISHER: CHANGE, 2010

Report of three years of research into the views of young people with learning disabilities about sex and relationships. The young people were heavily involved in the research from start to finish using discussion groups and drama/role plays. There were also interviews with parents, focus groups with teachers and a national survey of special schools.

Available to download from:

<http://www.changepeople.co.uk/uploaded/Lets%20talk%20about%20sex%20and%20relationships%20-%20final%20report.pdf>

**TITLE: Talking together...about sex and relationships: a practical resource for schools and parents working with young people with learning disabilities**

AUTHOR: Kerr-Edwards L., Scott L.

PUBLISHER: fpa, 2010

ISBN: 9781905506125

To be human is to be a sexual being, whatever our abilities or disabilities. This book asserts the right of people with learning disabilities to learn about and experience an intimate and loving relationship, if that is their choice. 'Talking together...about sex and relationships' complements the earlier book 'Talking together...about growing up'. It is intended to help older adolescents to understand about sex and relationships. Written mainly for teachers to use in school and college settings, it also has supporting pages which can be given to parents so that home and school can work in partnership, for the benefit of young people. The book follows the story of Tom and Debbie. The first two chapters deal with their growing independence, managing risk taking, and the need for assertiveness: all part of becoming adult. The rest of the book tells the story of their developing relationship, in simple words and pictures. Some students will be able to read the stories for themselves, while the classroom activities are adaptable for a wide range of abilities, from those with mild to moderate learning difficulties and the more able with severe disabilities. The target age group is approximately 13 to 20, but the material may be appropriate for some adults too. Included are the stories of Tom and Debbie's friends, with their various relationships; and material on contraception and sexually transmitted infections including Human immunodeficiency virus (HIV). The book ends with glimpses into possible futures for the characters in the earlier stories.

**TITLE: Talking together... ..about contraception: book one: a practical resource for staff and parents working with young people with learning disabilities**

AUTHOR: Kerr-Edwards L., Scott L.

PUBLISHER: fpa, 2007

ISBN: 9781905506460

People with learning disabilities have the same rights as other young people to contraceptive information. However, visiting a clinic to get that advice can be a daunting experience and it can be hard to cope with information that is mainly text-based. fpa has developed this pack as part of the Talking Together series to support young people who wish to support young people who wish to access contraception. This book is for parents, carers, teachers, nurses, youth workers etc and gives background information about sexuality and people with a learning disability; clear information about the different methods of contraception available; and guidance on how to use this pack, for schools and colleges, parents and carers, health professionals and youth service workers.

**TITLE: Talking together... ..about contraception: book two: a book about contraception for young people with learning disabilities**

AUTHOR: Kerr-Edwards L., Scott L.

PUBLISHER: fpa, 2007

ISBN: 9781905506460

People with learning disabilities have the same rights as other young people to contraceptive information. However, visiting a clinic to get that advice can be a daunting experience and it can be hard to cope with information that is mainly text-based. fpa has developed this pack as part of the Talking Together series to support young people who wish to support young people who wish to access contraception. This book helps young people with learning disabilities get advice from someone they trust if they want to understand their body, make choices about sex and contraception, and how to avoid sexually transmitted diseases.